DOCUMENT RESUME

ED 064 425 UD 012 458

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TITLE Final Report of the Evaluation of the 1970-71 Benjamin Franklin Urban League Street Academy. ESEA Title I.
INSTITUTION Teaching and Learning Research Corp., New York, N.Y.
SPONS AGENCY New York City Board of Education, Brooklyn, N.Y.
PUB DATE 71
NOTE 40p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Academic Achievement; Compensatory Education Programs; Disadvantaged Youth; *Dropout Prevention; *Dropout Programs; *Dropout Rehabilitation; High School Students; Program Evaluation; Student Adjustment; Youth Employment; *Youth Programs
IDENTIFIERS *Elementary Secondary Education Act Title I; ESEA Title I; New York City

ABSTRACT

The objective of the Benjamin Franklin Urban League Street Academy, funded under Title I of the Elementary Secondary Education Act of 1965, is to help students to stay in school or to help dropouts to return to school, or enter the world of work prepared and motivated to adjust and achieve satisfactorily. The major evaluation objectives of this study focused on determining the educational and employment status of those who were participating in the Academy during the 1969-1970 and 1970-71 school years. Methods of evaluation included: (1) data collected from interviews with employers, school and Academy staff, and students; (2) school and employee records data on vocational and academic status; (3) quationnaire data assessing student attitudes and views; and, (4) descriptive statistics used to characterize the populations of students who entered the program during 1969-70 and 1970-71 school years. Among the findings are the following: approximately 80 percent of those who entered the Street Academy during the fall and early winter of 1969-70 school year are currently in school or employed; over 46 percent of the former students are still in school and over 34 percent are working; and, about 90 percent of all who entered the Academy during the 1970-71 school year were in school as of June 1971 or employed. (Authors/JM)

ED 064425

FUNCTION # 910663

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FINAL REPORT

OF THE EVALUATION

OF THE

1970-71

BENJAMIN FRANKLIN URBAN LEAGUE STREET ACADEMY

Evaluation of a New York School District educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1970-71 school year.

UD 012458

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ACKNOWLEDGEMENTS

The Teaching & Learning Research Corp. expresses its appreciation for assistance given in the evaluation of this project. First, to the staff of the Bureau of Educational Research of the Board of Education of the City of New York - Acting Director, Dr. Samuel D. McClelland; and Acting Assistant Director, Dr. George Forlano.

Second, to the office of High School Projects, especially to Miss Ann Braunstein and Miss Mary Hamilton.

Third, to the Administrative Staff of the school in which the project operated. And finally, with greatest appreciation to the staff and participants of the Benjamin Franklin Street Academy Program, especially Mr. Marvin Gathers, its director.

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EXECUTIVE SUMMARY

BENJAMIN FRANKLIN URBAN LEAGUE STREET ACADEMY

The primary mission of the Street Academy Program is to help students to stay in school or to help dropouts to return to school, or enter the world of work prepared and motivated to adjust and achieve satisfactorily.

The Street Academy itself is located in two offices, one at 2241 First Avenue and another nearby office on 116th Street. The offices serve as a general storefront location, in close proximity to Benjamin Franklin High School, for purposes of providing tutoring, counseling and some measures of social services to dropouts, disadvantaged, or socially handicapped youth of the neighborhood school.

Through an extension program of the Street Academy, the student advisers' services are also available to students at Benjamin Franklin High School. Six community liaison workers from the Academy are presently working full time at Franklin, mixing with the students, getting to know them informally and building up relationships and trust. In order to better help the students, each of the advisers has taken particular responsibility for one area as follows: (1) coordinator; (2) narcotics; (3) family affairs; (4) discipline; (5) employment; and (6) sports program.

The services of the Street Academy Program falls into one of three categories: East Side Cluster Service, summer enrichment, and educational. The latter, the educational,is divided into two phases. Phase I is divided into two sections and is essentially oriented toward motivating dropouts to want to continue with their education and is sometimes referred to as the Street Academy. Phase I, for one person, may simply emphasize encouragement to stay off drugs long enough to read a book or participate in some program activity. The aim is to move students to Phase II.

Phase II* is academically structured, offering classes in English, Biology, Science and Mathematics. The level of instruction is designed to move students to further their academic attainments.

The East Side Cluster Program provides assistance to potential dropouts in Benjamin Franklin High School by offering direct counseling when sought, tutorial assistance to students who seek such aid, a recreation program in the Benjamin Franklin High School gym after hours, and a personal counseling and employment service to dropouts who are referred by school personnel, or who seek such aid.

Approximately four to five hundred students participated in general services activities and 107 were in Phases I and II, the Street Academy and the Academy of Transition.

*Phase II is referred to elsewhere as the Academy of Transition

PROGRAM OBJECTIVES

In order to help students to stay in school or to help dropouts to return to school or to become satisfactorily employed, the Academy seeks to provide, as necessary, assistance in:

1. Overcoming academic and vocational weaknesses through preparation and motivation for further education.

2. Helping students to overcome alienation when it occurs and to prevent its occurrence among those not alienated. Two types of alienation to be dealt with are: (1) identification of self with educational setting; and (2) indication of acceptance by school personnel.

3. Remediating below level academic skills.

4. Helping students to develop and act upon self-confident attitudes to benefit by further education.

5. Developing positive attitudes toward self, school, and society.

6. Helping dropouts to develop a mutual trust, communication and legitimate concern with their community of which the Academies Program and the educational institution is a part.

OBJECTIVES AND METHODS OF EVALUATION

The major evaluation objectives of this study focused on determining the educational and employment status of those who were participating in the Academy during the 1969-70 and 1970-71 school years.

In addition, changes in academic skills levels in mathematics and language were assessed by administering standardized pre and post tests to students.

More limited objectives of this evaluation study were to assess the extent to which students in the Academy Program indicated that they valued education, and in turn, were valued and accepted by the Academy staff.

It was also a purpose of this study to make an assessment of the strength and weakness of the Academy Program based on on-site observations and interviews, as well as the analysis of data relevant to the above.

Methods of evaluation included: (1) data collected from interviews with employers, school and Academy staff, and students; (2) school and employee records data on vocational and academic status; (3) questionnaire data assessing student attitudes and views; and (4) descriptive statistics used to characterize the populations of students who entered the program during 1969-70 and 1970-71 school years.

FINDINGS AND INTERPRETATIONS

Approximately 80% of those who entered the Street Academy during the fall and early winter of 1969-70 school year are currently in school or employed. Given the limited resources of the Academy and the fact that the Academy works with high risk dropouts, many with serious drug problems in poor urban conditions with high levels of unemployment, this is considered a success story. Over 46% of the former students are still in school and over 34% are working.

About 90% of all who entered the Academy during the 1970-71 school year were in school as of June 1971 or employed. This is judged to be a successful rate given the high risks commonly associated with working with dropouts in urban poverty areas.

Students as a group in the Academy from February to June 1971 made little if any progress in developing mathematical problem solving skills and fell back in arithmetic comprehension. On the other hand, the students showed outstanding gains of over 2 to 3 months in language development growth for each month under study.

The image of the Academy, held by the staff at Benjamin Franklin High School, local neighborhood businessmen, parents and academic staff tends to be very favorable. The students at the Academy tend to indicate that they place high value on being in the Academy and highly accepted by Academy staff--i.e., little student alienation from the Academy was noted.

Except for alleviating the poor plant conditions, the major recommendations of last year have been carried out. Much better working relations are present between the Academy and high school.

CONCLUSIONS AND RECOMMENDATIONS

1. On each visit to the Street Academy the evaluation staff was particularly distressed with the condition of the building. Paint and good will cannot repair a sagging and spongy floor. The toilet facilities are such as to be barely separate or provide privacy. Perhaps a building inspector should be called in. In short, the educational facilities are in serious need of repair. It is suggested that the Board of Education personnel and Urban League officials visit the school if necessary and see if some funds for repair can be obtained.

2. Secondly, more space is needed, even for current numbers served, as well as to serve more dropouts. On visits to the Academy it was observed that the students and staff are literally in each others way. Students and staff in consultation, classwork, or office tasks have no separateness and sound carries. This is simply the result of carrying out so much work with so many people in such small former storeroom quarters. The Board, the Urban League, and the Academy staff should also jointly consider the possibility of a new site and facilities away from a business center.

3. When the evaluation staff visited, books for on-going classes were always in short supply. Thanks to the ingenuity of the teachers and through their use of mimeographed materials and other resources this lack was somewhat overcome for subjects other than science. It is suggested that the Board of Education and the Academy staff confer on material needs and explore possibilities for acquiring additional funds for teaching supplies, especially in the area of science.

4. It is recommended that the travel allocation be increased for the Community Liaison Workers so that they do not have to pay so much out of their own pockets for the added travel expected of them.

5. The program should continue with its extended services. No change in the structure of this program is recommended at this time.

6. Procedures of record keeping are much more adequate this year than last. There is sometimes a slowness imposed by student needs which could be overcome with additional junior clerical assistance. It is recommended that at least a half-time clerk be added to assist the administrative assistant. This should facilitate services to the teaching staff and liaison workers who need up to date recording of school records to adequately conduct their roles.

7. It is recommended that different methods of teaching mathematics be considered. Outstanding gains were shown by students in language development, including reading skills. However, growth in mathematical skills failed to keep pace with chronological development. The mathematics instruction is the weakest area in the academic program. However, caution should be maintained in preventing the Academy from shifting away from its present emphasis on individual social adjustment as a prerequisite to satisfactory educational and vocational attainments. The program has been overall too successful to warrant a major revision in philosophy or structure. Even so, perhaps mathematical skills can be enhanced for many students in ways that will not jeopardize the program.

8. It appears to the evaluation staff that the academic courses of Phase II, The Academy in Transition are of high school quality in terms of course content, professional competency of teachers, and performance levels of students. It is recommended that Benjamin Franklin High School staff, the Board of Education representatives, and Academy personnel meet together to further consider the merits of obtaining full high school credit for such courses. The Phase I courses are excluded from this recommendation.

CHAPTER I

STREET ACADEMIES PROGRAM

New York's first street academy was established in 1962, when a group of "street" volunteers rounded up some Harlem dropouts and persuaded them to join remedial classes in a church. Among the dropouts were Harlem's toughest young delinquents, gang leaders, drug addicts and teenage hustlers. They were taken off the streets and motivated to study so they could go back to high school, and possibly go on to college.

The Street Academies Program, as we know it today, was formally established in the summer of 1963 by the Urban League of Greater New York. It was a Harlem network of informal schools operated by teachers and "streetworkers" in abandoned storefronts. Its aim was, and is, to raise the educational sights and achievements of high school dropouts from New York's inner city.

In September 1966, A Report on the Street Academy Educational Project - A Program of the New York Urban League,[1] stressed the positive potential of ghetto adolescents and set forth the premise that "...about seventy percent of the teenagers who live on the streets of our depressed areas, many of them high school dropouts, could go on to junior colleges or colleges if given a quality educational opportunity and motivational support..." It expressed the belief that the means of reaching such adolescents was the "streetworker" described as "the very heart of the Urban League Program," who attempts to establish positive relations with the adolescents, lives right in the same neighborhood, and is literally always available for support.

As of June 1971, through the Street Academies, more than one thousand teenage "unemployables" have received, or are now receiving crash educational programs. And if college placement is any criterion of success, youngsters once considered "incorrigible" are now in colleges and universities around the country.

BENJAMIN FRANKLIN URBAN LEAGUE STREET ACADEMY

The primary mission of the Street Academy Program is to help students to stay in school or to help dropouts to return to school, or enter the world of work prepared and motivated to adjust and achieve satisfactorily.

The Benjamin Franklin Street Academy was first organized in 1968. This program was funded and coordinated by three main agencies working in close cooperation with various community groups within its district area. The central funding came from the New York City Board of Education. Subsequent funding in all aspects other than educational materials and salaries came from independent community corporations, such as the First National City Bank, and a community agency, the Urban League, which also served in an administrative advisory capacity.

1-Guerriero, Michael. The Benjamin Franklin High School Urban League Street Academies Program. Evaluation of ESEA Title I Projects in New York City, 1967-68. New York: Center for Urban Education, Educational Research Committee, December 1968. (Available from ERIC, document # ED 034000).

The Street Academy itself is located in two offices, one at 2241 First Avenue, and another nearby office on 116th Street. The offices serve as a general storefront location, in close proximity to Benjamin Franklin High School, for purposes of providing tutoring, counseling and some measures of social services to dropout, disadvantaged, or socially handicapped youth of the neighborhood school.

Through an extension program of the Street Academy, the student advisers' services are also available to students at Benjamin Franklin High School. Twelve community liaison workers from the Academy are presently working full-time at Franklin, mixing with the students, getting to know them informally and building up relationships and trust. In order to better help the students, each of the advisers has taken particular responsibility for one area as follows: (1) coordinator; (2) narcotics; (3) family affairs; (4) discipline; (5) employment; and (6) sports program.

Staff and Services

The services of the Street Academy Program were viewed by the evaluation staff of Teaching & Learning Research Corp. as falling into one of three categories: East Side Cluster Service, summer enrichment, and educational. The latter, the educational is divided into two phases. Phase One is divided into two sections and is essentially oriented toward motivating dropouts to want to continue with their education and is sometimes referred to as the Street Academy. Phase One, for one person, may simply emphasize encouragement to stay off drugs long enough to read a book or participate in some Program activity. The aim is to move students to Phase Two.

Phase Two* is academically structured, offering classes in English, Biology, Science and Mathematics. The level of instruction is on the high school level and is designed to move students to further academic attainments such as those offered by Benjamin Franklin High School, and parochial and private high schools in the area.

The East Side Cluster Program provides assistance to potential dropouts in Benjamin Franklin High School by offering direct counseling when sought, tutorial assistance to students who seek such aid, a recreation program in the Benjamin Franklin High School gym, after hours, and a personal counseling and employment service to dropouts who are referred by school personnel, or who seek such aid.

Approximately four to five hundred students participated in general services activities and 107 were in Phases One and Two, the Street Academy and the Academy of Transition. While most of the students provided with general services were from the Benjamin Franklin High School area, students in Phases One and Two, the Street Academy and the Academy of Transition came from a wider area of the city.

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*Phase Two is referred to elsewhere as the Academy of Transition.

The organization of the Benjamin Franklin Urban League Street Academy was determined to be as follows:

Summaries of the hiring procedures and job descriptions provided by the Academy are included in Appendix A.

PROGRAM OBJECTIVES

In order to help students to stay in school, or to help dropouts to return to school or to become satisfactorily employed, the Academy seeks to provide, as necessary, assistance in:

1. Overcoming academic and vocational weaknesses, through preparation and motivation for further education.

2. Helping students to overcome alienation when it occurs and to prevent its occurrence among those not alienated. Three types of alienation to be dealt with are: (1) alienation from self and others; (2) identification of self with educational setting; and (3) indication of acceptance by school personnel.

3. Remediating below level academic skills.

4. Helping students to develop and act upon self-confident attitudes to benefit by further education.

5. Developing positive attitudes toward self, school and society.

6. Helping dropouts to develop a mutual trust, communication and legitimate concern with their community of which the Academies program and the educational institution is a part.

CHAPTER II

EVALUATION OBJECTIVES AND PROCEDURES

The following evaluation objectives guiding this study were drawn from the formal goals of the Benjamin Franklin Street Academy as set forth in the official proposal for the Academy:

Major Objectives

1. To determine the proportion of students who entered the Academy from September 1969 to February 1970 who in May 1970 and this year, June 1971, were in school or successfully employed.

2. To determine the proportion of students who entered the Academy during the 1970-71 school year and are currently in school (as of June 1971) or successfully employed.

Other Objectives

1. To assess the extent to which changes in academic skills, as measured by standardized tests, are associated with participation in the Street Academy. The major academic skills areas to be assessed are: mathematical problem solving, arithmetic comprehnsion and language development skills, including specific attention to reading skills.

2. To assess the attitudes and opinions of persons both within and outside of the Academy. In particular one sub-objective is to determine the strengths and weaknesses of the Academy as seen by the staff at the Academy, parents of students in the Academy, local businessmen near the Academy, and Benjamin Franklin High School staff. Their views were also sought for recommendations concerning the improvement of the Academy.

3. To assess the extent to which students in the Academy valued education, and in turn, perceived that they were valued and accepted by the Academy staff. Such an assessment would provide a base line for future evaluation studies. At this stage, characterizing the attitudes of participants is limited by a lack of normative or control group information.

4. To make an assessment of the extent to which curriculum and extended services are functioning in accord with stated objectives.

5. To come to some overall conclusions about the conduct of the Academy and to make recommendations for its future. In addition to the attainment of the above objectives for arriving at conclusions and recommendations, it was deemed necessary to develop impressions based on on-site observations and interviews with school and Academy staff and students.

Populations, Instruments, and Procedures

In order to attain the first major evaluation objective above, all 47 of the students who entered the Street Academy from September 1969 to February 1970 were included in this study. School records, interviews with educators who knew the subjects, and conversations with employers, parents and friends were used to ascertain the current status (June 1971) of all subjects. Only six former students could not be traced. Since Teaching & Learning Research Corp. had obtained similar data on these same former students in May 1970, it was possible to combine data for a more complete picture of what had happened to them over a period of up to 21 months.

The second population follow-up in June 1971 to determine current educational and employment status were the 107 students who entered the Academy in the 1970-71 school year. Of the 107 who entered, 67 were still in the Academy, 19 had graduated and 21 had left prior to graduation.

In addition,an assessment of the impact of the Academy was made by administering Metropolitan Achievement Tests to students entering the program in February 1971 and again in May 1971 with different forms. There were 20 of these students who completed both the pre and post tests on arithmetic comprehension and arithmetic problem solving. There were 27 who completed both pre and post forms on the language development tests.

Interview schedules were administered to 10 high school guidance and faculty persons; 12 parents; 6 store owners near the Academy; and the teachers and administrators of the Academy. Each was asked to indicate what he or she thought to be the strong points and weaknesses of the program and to make suggestions for program improvement.

Student attitudes with reference to the value they placed on their education at the Academy and the extent to which they believed they were accepted and valued by the school staff was assessed by asking 12 questions on a questionnaire administered to the 26 students who happened to be present in April when the scale was given. See Table 4.1 Chapter IV for type of items used.

Four senior evaluation staff members made a total of 13 visits to the Academy to make on-site observations and conduct interviews. Evaluation staff sat in on classes, talked to neighboring businessmen, observed records and materials, counseling and administrative practices, and talked with students and staff.

In addition, on-site observations and interviews were conducted to assess the summer program. See Chapter VII for a description.

CHAPTER III

EDUCATIONAL AND OCCUPATIONAL ATTAINMENTS

The primary objective of the Street Academy is to help dropouts return to educational settings or enter vocational positions, prepared and motivated to adjust and achieve satsifactorily. To achieve this objective, the Street Academy attempts to help dropouts overcome low academic skills levels; develop the aspirations and plans for higher levels of education or satisfactory employment; overcome feelings of alienation and helplessness and find a sense of identity with, rather than a sense of isolation from the concept of education.

The most valid test of the Street Academy, therefore, depends upon what happened to the dropouts who entered the Academy. To the extent that the dropout who entered the Academy continues in his education or becomes successfully employed, the Street Academy is a success. To the extent that the dropout remains on the street or is institutionalized for criminal acts, the program has failed its mission. Therefore the 47 students who entered the program during the 1969-70 school year between September and February were followed-up to determine their school or employment status as of May 1970 and June 1971. In addition, school and employment status was obtained in June 1971 on all students who entered the Street Academy during the 1970-71 school year. In this way the short and longer run effects of the Academy on educational and occupational status were assessed.

FOLLOW-UP FINDINGS

The data shown in Table 3.1 indicates that there were 58 students enrolled in the Street Academy from July 1970 through to September 1970. Starting in September 1970 to January 1971, there were 70 students, and from February 1971 to June 1971 there were 67 students. Students in the summer program for 1971 numbered 64 . Since these are not mutually exclusive categories, i.e., a student may have been present in the Street Academy during more than one period, the sum of the numbers of students for each period does not represent the total number of students served. There were a total of 107 different students served during the school year from September 1970 to June 1971.

TABLE 3.1

ENROLLMENT OF STUDENTS IN PERIODS: 1970-71

Period	Number Enrolled
I 7/70 - 9/70	58
II 10/70 - 1/71	70
III 2/71 - 5/71	67
IV 6/71 - 7/71	64

Table 3.2 reports a June 1971 follow-up of students who entered the Street Academy during the 1969-70 school year. Table 3.2 shows the occupational and/or educational status of these students in May 1970 and thirteen months later in June 1971. This follow-up allowed for an assessment of the long term effects of the Street Academy.

As can be seen in Table 3.2, as of May 1970, 37 out of a total of 47 former students were still in school; 6 were working at full-time jobs; 1 was pregnant and at home; 2 were in jail and no information was available for one former student. After 13 additional months (as of June 1971) 19 out of the original 47 former Academy students were still in school; 11 were employed at full-time jobs; 2 were in the armed forces; one was a housewife, one was pregnant--not married and at home; 2 were in drug rehabilitation centers; one was identified as a drug abuser receiving no assistance and not working or in school; and 4 were in jail. No information could be obtained on 6 former students. These findings were beyond the expectations of the evaluation staff of Teaching & Learning Research Corp. For many of the former students--nearly half--this represents a 21 month follow-up study (the 21 who entered the Academy in September 1969). For the others (the 26 who entered the Academy in September 1970), this represents a 16 month follow-up study. While it is impossible to definitely conclude that the 80% success rate of former students either continuing their education or being employed is attributable to the work of the Academy one must conclude that the Academy has not harmed its charges. Given the limited resources of the Street Academy and the fact that it works with high risk dropouts in poor urban conditions, having 46% of their former clients still in school and 34% working after nearly two years is a success story.

TABLE 3.2

STATUS AS OF MAY 1970 AND JUNE 1971 OF FORMER STUDENTS WHO ENTERED THE ACADEMY DURING SCHOOL YEAR 1969-70

Status	May 1970	June 1971	
In School			
Street Academy	30	8	)
Prep school or B. Franklin High	7	10	) 46%*
College		1	)
Working	6	11	)
Armed Forces		2	) 34%*
Housewife		1	)
Pregnant/home/not married	1	1	
In drug rehabilitation program		2	
Drugs/not working		1	
In jail	2	4	
No information	1	6	
	47	47	

*Based on 41 students for whom data were available

The data reported in Table 3.3 shows the current status (June 1971) of 40 students who entered the Street Academy during the 1970-71 school year. As the data indicates, all but one of 19 who graduated from the Academy are full-time students and that one is in school part-time. The successful return to school of students is not as apparent among those who entered the Academy but left prior to graduation as compared to those who graduated. Only 5 out of 21 were going to school or full-time employed. Not considering the 4 former students on whom data were not available, this leaves only 12 former students out of a total of 107 different students served during the school year as not in a desired educational or occupational status. Until further follow-up of those currently in the program can be conducted, it will be impossible to completely assess the total outcome of this year's (1970-71) program at the Academy. However, the current available information indicates that the Academy may be more successful this year in attaining its objectives than it was during 1969-70.[1] At any rate nearly 9 out of 10 of all persons served this past school year (1970-71) are in educational or occupational status positions commensurate with the objectives of the Street Academy. The evaluation staff of Teaching & Learning Research Corp. judges this to be a successful rate given the high risks commonly associated with working with dropouts in urban poverty areas.

1-See Final Report 1969-70 Benjamin Franklin Street Academic Academy (Function #933657).

TABLE 3.3

CURRENT STATUS (JUNE 1971) OF STUDENTS ENTERING ACADEMY DURING 1970-71 SCHOOL YEAR

	N
A. Graduated from Academy	
1. Full-time student	18
2. Full-time employed	0
3. Part-time employed Part-time student	1
4. Not in school, part-time employed	0
5. Not in school, not employed	0
	19
B. Entered but left Academy prior to graduation	
1. Full-time student	2
2. Full-time employed	3
3. Part-time employed/part-time student	0
4. Not in school/part-time employed	5
5. Not in school/not employed	7
6. No information	4
	21
C. Entered: Still in Academy	67

ACCOUNTING FOR ATTAINMENTS

It is obvious on the basis of the follow-up data that students who enter the Street Academy tend to remain in school or become employed. Previous evaluation studies have found through interviews with employers that the Academy is viewed very favorably with respect to the training it provides dropouts.[1] This year the Teaching & Learning Research Corp. evaluation staff intended to interview the employers of students leaving the school for summer employment. However, a change in the program at the Street Academy and at the two Neighborhood Youth Corps centers serving the Academy in finding employment for students, resulted in all those

1-Ibid. p. 19-20.

seeking jobs being employed through the Youth Corps to work for the Street Academy in their summer program. At this time it is impossible to determine their effectiveness, work habits and so forth.

Interviews with Academy personnel indicate that one reason for the hiring of their own students is that of maintaining students in a semi-academic setting to further motivate these students toward higher educational and occupational aspirations and attainments.

In order to further assess the reasons for the primary success of the Academy the sub-objectives of helping students to become more competent in academic skills was evaluated.

Academic Achievement Changes

Mathematics - Skill development in mathematics as measured by the Metropolitan Achievement Test was, for the class studied, anything but a success. In fact the average gains over a three month period ranged from only one to five months in arithmetic comprehension to arithmetic problem solving (see Table 3.4). Hence, there is no reason to assume that success in acquiring mathematical skills is resulting in the students' tendency to continue school.

TABLE 3.4

ARITHMETIC DEVELOPMENT: PRE AND POST METROPOLITAN ACHIEVEMENT TEST PERFORMANCE; FEBRUARY TO JUNE 1971

	Grade Level: Year and Month					
	Arithmetic Comprehension			Arithmetic Problem Solving		
Subject ID	Pre	Post	Gains	Pre	Post	Gains
1	6.1	5.4	-.7	5.4	6.2	.8
2	6.6	6.4	-.2	6.2	7.8	1.6
3	-	4.0	*	4.4	3.4	-1.0
4	6.6	6.1	-.5	7.0	7.7	.7
5	4.8	4.8	0.0	4.4	4.7	.3
6	6.1	7.1	1.1	7.7	7.7	0.0
7	10.0+	10.0+	**	10.0+	10.0+	**
8	7.5	7.1	-.4	6.8	7.9	1.1
9	10.0+	10.0+	**	10.0+	10.0+	**
10	6.1	6.4	.3	4.1	7.3	3.2
11	5.4	7.6	2.2	5.0	6.6	1.6
12	3.6	4.0	.4	3.9	3.9	0.0
13	6.1	5.4	-.7	6.2	7.0	.8
14	6.4	6.7	.3	5.2	5.0	-.2
15	7.1	7.7	.6	8.1	7.8	-.3
16	5.0	5.0	0.0	5.0	5.0	0.0
17	3.6	4.6	1.0	5.8	5.2	-.6
18	7.5	5.6	-1.0	6.8	7.3	.5
19	10.0+	10.0+	**	9.7	9.4	-.3
20	6.9	7.1	.2	8.4	9.4	1.0
Average Gains:			1 mo.			5 mo.

*Pre-test data unavailable
**Performance exceeded ceiling of test

Language Development - However, when one examines the dramatic improvement of these students in their language skills while in the Academy, a clue to the success of the program is provided.

The data presented in Table 3.5 indicates a reading growth of one year and four months and a total language development of one year and two months. Perhaps this is an overestimate due to unknown testing conditions. However, the dropouts who enter the Academy tend to continue on with their schooling at a very high rate (see previous section) and there must be some reason for this. It is true that the students tend to be such low achievers when they enter the program that greater relative improvements are possible. Whatever the case, the Academy students tend to acquire enhanced language skills (except for one: spelling skills) and the Academy staff should be commended.

TABLE 3.5

LANGUAGE DEVELOPMENT: PRE AND POST METROPOLITAN ACHIEVEMENT TEST PERFORMANCE; FEBRUARY TO JUNE 1971

Grade Level: Year and Month

ID	Reading			Spelling			Total Language		
	Pre	Post	Gains	Pre	Post	Gains	Pre	Post	Gains
1	--	5.3	*	4.4	5.1	0.7	3.8	5.5	1.7
2	6.8	--	*	10.0+	--	*	5.9	7.0	1.1
3	3.4	4.7	1.3	4.9	4.3	-0.3	7.5	5.5	-2.0
4	9.9	9.7	-.2	10.0+	10.0+	**	7.0	8.7	1.7
5	4.9	4.7	-.2	8.3	7.0	-1.3	3.0	7.5	4.5
6	10.0+	10.0+	**	9.7	9.7	0.0	8.7	8.9	.2
7	9.9.	10.0+	**	--	5.8	*	7.0	7.9	.9
8	10.0+	10.0+	**	10.0+	10.0+	**	10.0+	10.0+	**
9	6.4	7.3	1.9	5.3	4.9	-0.4	5.5	4.6	-.9
10	10.0	10.0+	**	7.1	10.0+	2.9	10.0+	7.0	-3.0
11	6.3	9.2	2.9	10.0+	10.0+	**	7.9	9.5	1.6
12	9.7	--	*	10.0+	--	*	7.5	9.6	2.1
13	7.4	9.7	1.7	4.6	6.0	1.4	6.7	7.1	.4
14	5.0	6.0	1.0	3.8	4.2	.4	3.0	7.1	4.1
15	--	7.3	*	4.2	3.7	-.5	4.4	5.1	.7
16	9.9	--	*	10.0+	--	*	8.9	5.9	-3.0
17	6.2	10.0+	3.8	7.8	7.0	-.8	5.9	5.9	0
18	6.9	7.7	.8	7.0	4.0	-3.0	6.2	7.8	1.6
19	10.0+	10.0+	**	10.0+	10.0+	**	10.0+	9.6	-.4
20	7.3	6.1	-1.2	9.8	7.0	-2.8	5.9	5.5	-.4
21	3.5	5.1	1.6	4.4	4.9	.5	3.2	4.4	1.2
22	3.9	6.0	2.1	4.4	7.6	3.2	5.3	8.2	2.9
23	10.0+	--	*	10.0+	10.0+	**	6.7	8.5	1.8
24	10.0+	10.0+	**	4.9	8.8	3.9	--	7.2	*
25	7.1	10.0+	2.9	6.1	6.3	.2	4.4	7.5	3.1
26	8.5	10.0+	1.5	7.1	10.0+	1.5	7.1	10.0+	2.9
27	--	10.0+	*	--	8.7	--	5.3	10.0+	4.7
Average Gains			1 yr. 4 mo.			2 mo.			1 yr. 2 mo.

*Pre or Post-Test data unavailable
**Performance exceeded ceiling of test

CHAPTER IV

COMMUNITY PERSPECTIVES

In order to ascertain the social context of opinion surrounding the Street Academy interviews,schedules were administered to parents, local businessmen, high school staff, personnel from the Street Academy and students in the Academy. From the parents, staff and community we were concerned with obtaining perspectives of the weakness and strengths of the program along with salient recommendations. From the students we were interested in obtaining data on the extent to which they were or were not alienated from education in general and the Academy in particular as a vehicle for self benefit.

HIGH SCHOOL STAFF INTERVIEWS

During the period from February 1971 through May 1971, sight interview schedules were given the professional staff from Benjamin Franklin High School concerning their opinions on the weaknesses and strengths of the Street Academy. In addition they were asked if they had any recommendations they cared to make.

Weaknesses of Program

There was no general consensus among the high school staff on any particular weakness of the program. The most mentioned (7) weakness centered on there not being sufficient room or staff at the Academy to serve all the many students who could benefit from being in the Academy. The second most mentioned weakness of the program (5) concerned the lack of sufficient funds. Three felt that the funding needs to be determined earlier so better planning could take place.

The next most mentioned weakness (3) dealt with the need for even better communications. One faculty member illustrates this point with his statement that "though there has been great improvement in liaison between high school and Academy staff and students it would be advisable to issue periodic reports (not necessarily formal) so that the operation of the Academy is clearly understood. Many high school teachers still do not know how the Academy functions and of the things being accomplished there." Some indicated that Academy students are sometimes unaware of Franklin activities.

Other less mentioned weaknesses include the ideas that the curriculum at the Academy is not always well planned out in advance or not flexible enough to meet diverse student needs. One staff member mentioned the need for more discipline on the part of students and greater fixing of responsibilities on staff members. Another mentioned that the paraprofessionals are not always given their due recognition.

In one sense, most of the above criticisms by staff at Benjamin Franklin High School of the Street Academy amount to "back-handed" praise of the work that already is being done by the Academy. This is exemplified by the following "weakness" cited by one high school staff member. "The close attention, the interest and the security 'provided the student' sometimes prepares the student to expect this attention elsewhere as well and he is cruelly disappointed."

Strong Points of the Program

The majority of the high school faculty indicated that the Academy staff is talented and motivated to help students and that they have been able to establish rapport, mutual understandings, cooperativeness, and personal pride in their relationships with their students and their parents. It was readily apparent to the evaluation team that the high school staff envied what they believed were desirable relationships among and between faculty and students at the Academy. The high school staff also tended to indicate an image of the Academy as being a place which could adapt to the needs of students. Apparently the Street Academy has presented a very positive image to the faculty of the high school.

Recommendations

Most of the recommendations (7) were concerned with expanding the Academy in space, staff and program. Next in number of recommendations (4) emphasized a desire for greater interaction with Academy staff and programs. Two suggested the need to make the curriculum more flexible, and one suggested the need to specify Academy goals for the teachers and students.

PARENT INTERVIEWS

On May 13, 1971, a senior evaluation staff member of Teaching & Learning Research Corp. attended an open house for parents sponsored by the Street Academy. The parents who attended happened to be all mothers who worked days outside of the community. Twelve of these parents were privately interviewed as to their conceptions of their children and the Academy.

Every one of the parents indicated that if their child missed a day at the Academy they, the parents, were immediately contacted. The parents seemed most appreciative of this. Many indicated that when their children were supposed to be attending the public schools they could never be sure that their children were at school. Many indicated that there were so many undesirable influences in their neighborhood that the fact that they were now assured of where their children were, was of great comfort.

In addition, all of the parents indicated that staff members from the Street Academy came by their homes regularly after work to talk with them about their children's progress, good or bad. Many of the parents volunteered that the Academy staff "cared enough about my kid and me to come by and talk about what's happening." Many of the parents also said that their children, for the first time, talked to them about what they were doing in school. This,too,pleased the parents.

Every one of the parents, when asked about what needs to be done at the Academy, expressed some degree of distaste with the poor facilities of the former store used as a school. However, it seemed to the interviewer, that the parents were not particularly informed about problems the Academy staff faced in conducting their program. Perhaps it is well that this is the case. It shows that the contact between the Academy staff and parents is focused on particular student needs, successes and problems, not on creating other issues.

LOCAL BUSINESSMEN: THEIR PERSPECTIVES

In early June, 1971, a senior evaluation staff member of Teaching & Learning Research Corp. left the Street Academy and began going from store to store in the same block to ask for opinions on the Academy. The six store owners who were present agreed to be interviewed. Their statements are grouped as follows:

1. Weakest aspects of the Academy:

   "The only weakness I can see is that they are limited to the amount of help they can give the dropout."

   "It should never have been placed in a business area. It has taken away potential of another store."

   "We need the location for more businesses."

   "The facilities are inadequate--there are rat holes."

   "The program should be sponsored by and included within the high school, not outside of the public schools."

2. Strong points about Academy:

   "The staff at the Academy is 'OK'."

   "The Academy has helped a lot of kids who needed help and were not getting it."

   "The directors and staff are fine."

   "If they help one person it is worth it."

"The Academy staff has made a lot of improvements in the neighborhood."

"They do a good job of reclaiming our young dropouts."

"The employees there [the Academy] are excellent and even more important are dedicated to young people."

"The courses given there help the dropout get back into the stream of academic life."

3. Recommendations for Academy:

"Expand program. There still are a lot of kids that need their help."

"Move Academy to a non-business location with good facilities."

"Develop program within regular high school."

"Educate the general public as to the aims and needs of the program."

"Expansion, I believe, is the major need."

In summary, the storekeepers were all positive about the Academy and its effects among dropouts. Each suggested that the program be expanded to include other youth who are also in need of similar educational assistance. There was also agreement that the program needs better facilities and a more appropriate location than among a series of stores. One conclusion certainly is justified by these interviews with the storekeepers. The Academy staff and students have conducted themselves in a manner to assure good community relations with the businessmen in the neighborhood.

STUDENT ATTITUDES

Student alienation from the Academy and its staff was assessed by asking the students to respond "true," "false" or "I don't know" to 12 statements. These responses of students are reported in Table 4.1 and are grouped into two categories: value placed on schooling and student indication of acceptance by school staff. On the day the Teaching & Learning Research Corp. staff administered the questionnaire there were twenty-six students who had been in the program for three or more months. All twenty-six students completed the questionnaires.

As shown in Table 4.1, twenty-two of twenty-six students felt that the Street Academy was much more practical than other high schools and that education is more valuable than most think. Three were unsure and only one indicated that these statements were false. In addition, only four out of twenty-six students responding indicated that the training they

get at the Academy is of little help in meeting the problems of real life. Only six out of twenty-six indicated that one would be foolish to keep going to his school if he could get a job. Apparently the students tend to see education as being valuable for themselves. The only discrepancy to this pattern of value being placed on education by dropouts who have been in the Academy three or more months is that less than half believed that a high school education makes a man a better citizen. This finding does not seem absurd to the evaluation staff. Perhaps education tends to be viewed by the students as having instrumental value primarily for occupational and social attainments and not so much for intrinsic citizenship values.

TABLE 4.1

RESPONSES OF DROPOUTS WHO HAVE COMPLETED 3 MONTHS OR MORE IN THE ACADEMY AS OF JUNE 1971

	NUMBER INDICATED		
	False	?	True
	N	N	N
Value Placed on Education			
1. The Street Academy is much more practical than most other high schools.	1	3	22
2. The training I get at the Academy is of little help in meeting the problems of real life.	16	6	4
3. A high school education makes a man a little better citizen.	16	4	6
4. A man would be foolish to keep going to my school if he could get a job.	19	5	2
5. Education is more valuable than most people think.	1	3	22
Acceptance by School Staff			
1. I have little chance to use my abilities in this school.	18	2	6
2. The Academy staff encourages us to make suggestions for improvements at my school.	1	1	24
3. The longer you go to this school the more you feel you belong.	5	3	18

TABLE 4.1 (cont'd)

RESPONSES OF DROPOUTS WHO HAVE COMPLETED 3 MONTHS OR MORE IN ACADEMY AS OF JUNE 1971

	NUMBER INDICATED		
	False	?	True
	N	N	N
Acceptance by School Staff (cont'd)			
4. I have confidence in the fairness and honesty of the teachers.	-	3	23
5. My teachers are too interested in their success to care about the needs of the students.	18	6	2
6. My teachers give us credit and praise for work well done.	3	6	17
7. Most of the teachers and the higher-ups are friendly towards me.	3	2	21

As shown by Table 4.1, it is also apparent that the students tend to view the Street Academy and staff as a place where they can use their abilities, where they can make suggestions for improvements, where they have a feeling of belonging, have confidence in the fairness and honesty of the teachers and where the teachers are interested in the students, give credit and praise for work well done and are friendly.

In summary, student attitudes toward the Street Academy as reflected by their response to questionnaire items are very positive. These findings are in accord with interviews the Teaching & Learning Research Corp. evaluation staff had with students. In these interviews, conducted during visits to the Academy during March and the previous fall, the only complaints received were directed at the quality of the facilities and the need for more supplies. The staff seems to have attained a very positive image with their students.

STREET ACADEMY STAFF VIEWS

The staff members of the Street Academy were also interviewed for their perspectives on the strengths and weaknesses of the program and for any recommendations they cared to make. Of all the staff interviewed one person--a teacher--was skeptical of the value of the Academy.

Weaknesses of Program

The most cited negative aspect of the Academy concerned a lack of sufficient funds or resources and when funds are available they are not made in sufficient time to provide for adequate planning. It was stated that some students were being turned down for admittance because of a lack of room. On every visit by the evaluation staff to the Academy, it was noted that materials and books were in short supply and space was very limited causing the staff considerable frustration.

One staff member indicated that she felt confused as to the exact purposes of the Academy. This person feels that if the purpose of the program is academic, it is a failure. This person also feels that the Academy is poorly administered and that staff coordination is very poor. This person also feels that favoritism is shown to some students and that the "drifters," disrupters and sleepers are behaving the same way at the Academy as they did at school.

The others on the Academy staff were not nearly so critical of the students and the program. Rather their main citations of weakness centered on insufficient resources and funds to carry out their mission.

Strong Points

All but one of the staff stressed the idea that the students and staff are able to honestly relate to one another, to the student's benefit. They feel that the staff is open to change and highly motivated to help at all hours their students, whatever their problem. Several mentioned the value in their having flexibility in curriculum development, also with the use of street workers to assist with particular student problems. It seemed to the evaluation staff that in spite of the work and the difficulties imposed in working with dropouts in an urban poverty area, with all the problems of drug abuse, lack of places to live for many, excessive unemployment, and the like, the staff had high morale and regard for each other's abilities. Only one staff member was critical and this person was very critical. Given the follow-up data on students as to educational and occupational attainments, the program can be judged a success by hard data and the high morale of all but one staff member interviewed reflects this success.

CHAPTER V

SITE OBSERVATIONS: EVALUATION STAFF

Four evaluation staff members visited the Street Academy for a total of 13 observations in addition to the above discussed parent and student interviews. These visitations were made by both curriculum and guidance specialists. Quotations from their reports are presented as follows:

Administration and Facilities

1. "I sat in on Mr. ____ ____'s art class. It was a very low keyed, relaxed class. Mr. ____ seemed to exhibit extraordinary sensitivity to both the intellectual and emotional needs of his students. Much of the class time was taken up with class discussion of the drug program the Street Academy was to conduct later in the week and of the art class's participation in that program."

2. "I next sat in on Mr. ____'s Spanish class. The class was being taught vocabulary words and verb forms. The materials were mimeographed sheets (See Appendix C). The students asked questions of each other and responded in Spanish; usually simple (in grammatical complexity) Spanish sentences. I was struck with the openness and friendliness of the class to me even though I was an outsider. I was even more struck by the enthusiasm shown by the students for learning Spanish."

3. "Visited Academy to check on materials. It appears as if there is a particular need for additional books and aids to use in science classes. The staff seems quite creative and able to develop mimeographed materials for use in social studies and language classes,but for science classes they need further assistance."

4. "An administrative assistant noted that the Academy has a materials' allotment for supplies but that it has been held up. She indicated that when it comes in several problems due to limited materials will be considerably lessened. It appears as if the Academy staff could use some assistance in how to obtain materials more rapidly. Currently, according to one assistant, three estimates are needed from three different suppliers to obtain paper, etc. If the funds were made available earlier, with proper planning this would be no problem, but as of now it presents problems in getting teaching materials ready at the time they would be most useful."

5. "Several staff members indicated that if the Phase II courses were accredited other students would want to enter. One student of Phase I happened to be on the street when I was leaving; in response to my question he indicated that he wouldn't get any credit so 'why bother' with Phase II academic courses."

6. "I concur with the evaluations of the New York State Department of Education. (See Appendix D). The program in Phase II is of high school quality and should be accredited."

7. "I was particularly interested today in whether the relations between the Academy and the Benjamin Franklin High School administrative staff had improved from 1969-70.[1] The Administrators of both units were very supportive of each other and indicated no problems in communication."

8. "During November, 1970, the evaluation staff interviewed the principal of Benjamin Franklin High School and the Academy Director. During the fall of 1969 serious gaps in communication between the principal and Academy director were reported.[2] During this past fall, 1970, however, both schools report excellent lines of communication, a pleasant atmosphere in working together, and harmonious relations."

9. "This school year the records of the Benjamin Franklin Urban League Street Academy were observed to be up to date and complete as possible. Any deficiencies in records seem to be more a function of past reporting procedures by other school agencies (e.g., lack of previous achievement test data). The Academy staff, despite their work load pressures, are rapidly and accurately recording all relevant data available."

10. "Related to their improved record keeping procedures, the Academy is developing base line data on which to more objectively assess changes in the academic skill levels of students. Currently the Metropolitan Achievement Tests are being used."

11. "A major weakness in the program as noted by Academy staff and visiting evaluation staff from the State of New York Board of Education Bureau of English is that of obtaining high school credit for students' academic achievements at the Academy."

12. "I went to the Benjamin Franklin Street Academy on Friday, December 11th to collect data and sit in on a few classes. I worked with the Administrative Assistant, getting some information on students. I was received very cautiously at first. I felt this was partially because they have an onslaught of evaluators, but by the time I left everyone was very warm and friendly. I was very, very impressed with what seemed to be a tremendous spirit and enthusiasm on the part of the staff and the students for the Street Academy.

"While I was sitting in the outer office waiting for some information, I overheard an impromptu counseling session going on between one of the students and one of the counselors, whose official title is Community Liaison Worker. I was very impressed with his rapport with the student and his realistic approach to what they were discussing: the student's problems and his involvement with others in the community.

"I sat in on part of Mr. ____'s math class. It was Math 3, the Academy's most advanced math class. The students were doing Algebra, addition and subtraction problems. There were about ten students in the class. All of them seemed to be involved in the lesson and each took turns

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1-As indicated in the Final Report, 1969-70, Ibid., pp. 6, 7, communications were not good in the Fall of 1969.

2-Ibid.

at doing problems at the blackboard. Everyone seemed to be interested in the lesson, and the teacher taught the class in a friendly and personal manner. Mr. ____ explained that the course is six months long. This class was in Phase II of the Academy.

"I also sat in on an English class. The teacher had developed a fascinating lesson on vocabulary with terms for phobias common to each zodiac sign. He is an exciting teacher and had good rapport with his class. A class discussion developed on spiritualism, mysticism, and deja-vu. My interest was maintained during the entire class. The class was small; about twelve people were present. The teacher explained that attendance often was not good on Fridays.

"I was very excited by what I observed at the Street Academy and my initial impression is that they have developed a good program that is relevant to students' needs. The facilities, however, are appalling. They clearly do not have enough space, and classrooms are not separated sufficiently from one another, so that one can hear what is going on in the outer office and in the next classroom. One classroom has a trap door that leads down to the basement floor below. A bad odor emanated from the basement. It is my understanding, however, that the Street Academy is hoping to move to new quarters soon."

13. "It was observed that nine students were given complete medical examinations at Mt. Sinai in a three week period in March, as a part of the supportive services of the Academy. Another seven received X-rays, fillings and extractions from a dentist during the same period while one received a complete eye examination. The Community Liaison Workers appear to be utilizing their supportive services to good avail as witnessed by follow-up reports maintained on students."[1]

Street Workers

1. "The Assistant Community Liaison workers associated with the Street Academy have many difficult tasks assigned to them than do most of the paraprofessionals working in the School Home Contact Program in the city's high schools. The Assistant Community Liaison Workers are on 24-hour call. As noted by review of the logs kept on students, the Workers must travel all over the city and provide a rather professional social work service." --The following are typical of the Liaison Workers' logs and indicate some of the services they provide:

Subject A

Age 18
Female
Used drugs 2½ years
Occasionally - Skins
1 - 3 bags

Friday morning, Reality House
February 26
Reality House - Monday, March 1st.
Wednesday, March 3rd.

1-See Appendix E for list of supportive services offered and Street Worker logs cited in previous section.

Sort of flippant attitude, not quite honest yet. A little scared but not enough.

3/3 Met subject at Reality House. Found out she was abscessed, took her to Harlem hospital and got the runaround. Will take her back to Reality House in the morning and probably to Delafield surgery.

3/4 Reality House encounter group, will be de-toxed.

3/5 Went to 1:00 encounter and got letter to de-tox. 8:30 Monday morning, Delafield.

3/8 Didn't show for de-tox, called her home--no answer, and not at school.

3/30 Subject has been high every day for a week and a half.

3/31 Caught in bathroom with needle in her leg, was taken to Odyssey House, 22nd Street.

4/6 Spoke to her mother, says her daughter is doing much better. Already becoming more honest and relating to people.

5/13 Called Odyssey House about subject, doing great. Got permission to see her.

5/17 Saw subject at Odyssey House; she really looks beautiful, she's gained weight, her complexion has cleared up and her attitude has improved so much it's hard to believe she is the same person.

Subject B

Male, Age 17
3½ year habit
2 or 3 bags each take-off
3 times a day

2/26 Friday morning 9:30--did not show, would like to take him to Reality House, but keeps jiving.

3/8 Subject only attended school three times this semester.

3/19 Talked to his mother, she was surprised at his drug problem.

3/22 Saw his mother, she discussed her son.

3/24 Called his mother at 12:00, made house call. Her son claims he will join drug program and improve attendance. Will be at Guidance meeting tomorrow at 3:00 p.m.

3/26 To Reality House 3:00 p.m. group, start school again Monday.

3/26 Harlem Hospital de-tox--discharge date April 5.

3/31 Subject called his mother claiming she could come up and sign him out. His probation officer called ____. I went up to hospital and spoke to subject; he gets discharged Monday morning.

4/5 Checked subject out of Harlem Hospital.

4/7 Took subject to Grant House C.O.C.

4/21 Found out subject has not been going to Grant House regularly. Talked to his mother, wants to put him in Odyssey House.

5/5 Called his mother, subject's attendance has been irregular again. Recommended he be put in Odyssey House immediately. Made an appointment for Friday morning to call her back.

5/13 Called and talked to his probation officer and asked him to talk to subject about Odyssey House.

5/13 Subject has not been attending school.

Subject C

Age 17
Male

3/4 Came up before Guidance Committee, plastered, staggering, sloppy, restless and paranoid. Subject suffers from delusions of grandeur, and has a persecution complex. He was incoherent and very dramatic. He is a pathological liar, and cannot answer any questions on himself honestly, or any other way.

3/5 Came in relatively sober, but just as incoherent and paranoid. Not fit for a walk-in program with Reality House. Needs an integral therapeutic community. Recommended Odyssey House. Said he would go, then said he wouldn't. Hung up the whole Academy for hours. Finally ____ threw him out of reading. He is no longer at Street Academy.

Subject D

Age 17
Female

(Sniffs)

5/12 Subject came into office finally, wants to go to Reality House tomorrow. Met her at office at 2:00. Was caught by Tony (the cop), sniffing in bathroom.

5/13 Subject didn't show. I waited until 3:00 p.m. She has a history of inconsistency. Will try to call her at home.

5/16 Subject's mother does not believe she is interested in a program.

5/17 Talked to subject's mother--an out to lunch woman. Will not let subject go to Reality House until she finishes school, but subject cannot think in classes because her mind is always clouded with drugs. "God spare me from ignorant parents."

Subject E

Age 16
Female

Reality House - Friday, February 26 - Monday, March 1.

2/26 Silly, unsure of what she wants to do. Thinks drugs are hip--sniffs every day--don't know if she's addicted. She hasn't missed a day using drugs, but I'm led to believe she is hooked.

3/2 Took her to 1:00 session at Reality House, very much involved. At first she didn't want to go, but once there, very active. She is supposed to meet me at Reality House at 9:00 a.m. tomorrow morning for de-tox.

3/3 Didn't show.

3/4 Told her mother and mother has threatened to put her in an institution.

3/4 Reality House encounter--left a phony excuse--had to meet a friend at Street Academy, walked out of encounter.

3/5 Reality House encounter 1:00 p.m. group. She left before Mr. ____ could finish explaining de-tox procedures.

3/8 Going into Harlem Confrontation Therapeutic Community.

3/9 Saw subject at Harlem Confrontation House.

5/13 Called Harlem Confrontation House about subject and she's doing fine. Received permission to visit her.

5/18 Called and subject will be moved tomorrow.

Subject F

Age 16
Female
Used drugs 3 years
Addicted 6 months - October 1970.
14 bags per day

5/3 ____ brought her into office, very open and honest for a junkie, will meet tomorrow at noon.

5/4 Took subject to Reality House, very sick--tried to cut down on drugs also and only shot half her normal dosage. Wants help badly, (tired). Goes to de-tox tomorrow. Met her at Reality House at 9:00 a.m.

5/5 Took subject to de-tox from Reality House, very nervous, talked a lot about family; mother very religious and father is a neurotic who beat her constantly when younger, and now is always telling her how much better and prettier and intelligent her sister is.

5/12 Talked with ____ about subject. She has been going to Reality House in a hit-or-miss fashion.

5/13 Subject has not been to Reality House in two days. Called her and she claims she has been at the dentist's two days in a row, for some surgery. She says she will go back to Reality House tomorrow morning.

5/17 Subject was excused from Reality House today for dental work. She's been attending regularly.

2. "Each street worker has his own group of students that he works with. It seems as if the street workers know their clients rather well and have had several contacts with each and with their parents. I interviewed two students at the Academy about their street worker and they were very favorable toward what the street worker had done for them."

3. "Each of the Liaison Workers indicated that they were spending their own funds to travel because their travel needs far exceeded their allotment. This was confirmed by Academy administrators."

CHAPTER VI

RECOMMENDATIONS

The following suggestions are offered to the Board of Education, school personnel, and Academy for their consideration.

1. On each visit to the Street Academy the evaluation staff was particularly distressed with the condition of the building. Paint and goodwill cannot repair a sagging and spongy floor. The toilet facilities are such as to be barely separate or provide privacy. Perhaps a building inspector should be called in. In short, the educational facilities are in serious need of repair. It is suggested that the Board of Education personnel and Urban League officials visit the school and if necessary, see if some funds for repair can be obtained.

2. Secondly, more space is needed, even for current numbers served, as well as to serve more dropouts. On visits to the Academy it was observed that the students and staff are literally in each other's way. Students and staff in consultation, classwork, or office tasks have no separateness and sound carries. This is simply the result of carrying out so much work with so many people in such small former storeroom quarters. The Board and the Academy staff should also jointly consider the possibility of a new site and facilities away from a business center.

3. When the evaluation staff visited, books for on-going classes were always in short supply. Thanks to the ingenuity of the teachers and through their use of mimeographed materials and other resources this lack was somewhat overcome for subjects other than science. It is suggested that Board of Education and Academy staff confer on material needs and explore possibilities for acquiring additional funds for teaching supplies, especially in the area of science.

4. It is recommended that the travel allocation be increased for the Community Liaison Workers so that they do not have to pay so much out of their own pockets for the added travel expected of them.

5. The program should continue with its extended services. No changes in the structure of this program are recommended at this time.

6. Procedures of record keeping are much more adequate this year than last. There is sometimes a slowness imposed by student needs which could be overcome with additional junior clerical assistance. It is recommended that at least a half-time clerk be added to assist the administrative assistant. This should facilitate services to the teaching staff and liaison workers who need up to date recording of school records to adequately conduct their roles.

7. It is recommended that different methods of teaching mathematics be considered. Outstanding gains were shown by students in language development, including reading skills. However, growth in mathematical skills failed to keep pace with chronological development. The mathematics instruction is the weakest area in the academic program. However, caution should be maintained in preventing the Academy from shifting away from

its present emphasis on individual social adjustment as a prerequisite to satisfactory educational and vocational attainments. The program has been overall too successful to warrant a major revision in philosophy or structure. Even so, perhaps mathematical skills can be enhanced for many students in ways that will not jeopardize the program.

8. It appears to the evaluation staff that academic courses of Phase II, The Academy in Transition, are of high school quality in terms of course content, professional competency of teachers, and performance levels of students. It is recommended that Benjamin Franklin High School staff, the Board of Education representatives, and Academy personnel meet together to further consider the merits of obtaining full high school credit for such courses. The Phase I courses are excluded from this recommendation.

CHAPTER VII

SUMMER PROGRAM
JULY-AUGUST 1971

During the summer of 1971 the Benjamin Franklin Street Academy's program for high school dropouts is focusing on the continuation of classroom instruction with emphasis on remedial work in English, reading and mathematics.

INSTRUCTIONAL PROGRAM

The success of an academic program for dropouts is assumed to depend on the maintenance of long-term relationships between students and staff, leading to the development of long-term changes in behavior and attitudes. The Academy Program is therefore designed to allow present students to continue their work over the summer with as little change in personnel and structure as possible.

The summer instruction is being given to 64 students. 13 of the students were enrolled in the Academy during June 1971 and will be continuing at the Academy in the Fall. 51 students, recruited by street workers persently working at the Academy, are from sixteen different high schools, junior high schools and prep schools. The number of these students who will continue at the Academy in the Fall or will return to their regular schools is presently unknown. All students are between the ages of 16 and 21 and in grades 9 through 12.

The instructional program remains divided into two phases. (See Chapter One for a description of Phases I and II). Phase I includes 52 students who have shown an inability to function in the normal school setting, and are reintroduced to academic work and given new motivation for learning. These 52 Phase I students are divided into three sections of approximately 17 students each. They take all of their classes at the Street Academy, according to the following schedule:

PHASE I SCHEDULE

9:30 - 11:00	Communications (Reading and English skills)
11:00 - 12:30	Math
12:30 - 1:30	Lunch
1:30 - 2:45	Mon./Wed.: History Seminar. Tues. afternoon and all-day Thursday: trips.

Phase II of the program is for students who have completed Phase I or are more advanced academically. There are 11 students in Phase II. They have the same schedule as Phase I students but more advanced classes at levels comparable to academic work in traditional high schools. Special preparation is given to Phase II students for the High School Equivalency and Scholastic Aptitude Exams.

GUIDANCE AND RECREATION

In addition to instruction, the Benjamin Franklin Street Academy also offers a program of guidance and recreational activites for academic motivational purposes which are run by street workers. The guidance and recreational program includes the following services and activities:

1. Intensive counseling by street workers. Each student is assigned a student advisor by section. The advisors help students deal with their personal problems, both in the Academy and outside. They visit students' homes, and provide assistance in finding jobs, housing, and dealing with other student needs. Strong emphasis is placed on getting and keeping students away from drugs.

2. Trips and excursions. The recreational program is conducted through trips for motivational purposes. Trips are planned for Tuesday afternoon and all-day Thursday of each week for students enrolled in the Street Academy. Seven day trips are planned for the following places and dates: July 3, Lake Sebago; July 15, Harriman St. Park; July 22, Riis Beach; July 29, Longwood Gardens (Philadelphia, Pennsylvania); August 5, Fire Island; August 8, Atlantic City; August 19, Hersey Park (Pennsylvania).

Seven afternoon trips are planned for the following places and dates: July 13, Riis Beach; July 20, The Museum of Modern Art; July 27, The Planetarium; August 3, Studio Museum of Harlem; August 10, Broadway Play--Black Girl; August 17, Riis Beach; August 26, Jones Beach.

STAFF POSITIONS

The following staff positions are involved: 1 Community Liaison Worker responsible for coordinating the entire program; 1 dean for coordinating the academic program; 1 clerk-typist; and 4 teachers. The teachers work 5 hours daily: 9-12:30 and 1:30-3:00 and teach 3 classes each plus individual tutoring each day. They also accompany students on the two extended weekend trips. There are 11 Assistant Community Liaison Workers who provide assistance with personal problems, serve as resource coordinator, help with family relations & Neighborhood Youth Corps, and provide aid as school advisors. The Assistant Community Liaison Workers will work daily from 9:00 a.m. to 5:00 p.m., and will also accompany students on all trips. Total staff: 18.

SUMMER EVALUATION OBJECTIVES

Due to the fact that the summer program began in July 1971, and extends beyond the time required to submit this final evaluation report, it is impossible to assess in this study the complete impact of the summer program. The evaluation objectives have been limited therefore, to the following:

1. Assessing the attitudes of student participants towards the summer program of the Academy.

2. The students enrolled in the program are actually attending.

3. The summer attendance rate is comparable to that of the regular school year.

4. Academic programs of instruction are in operation.

5. The summer academic program is comparable to that of the regular school year.

6. Job opportunities are being provided to program participants.

In summary, an attempt is being made to assess whether the program is simply a recreational program or functions as described above.

FINDINGS

Student Attitudes

The questions asked of the students were:

1. Why are you in the Academy summer program?

2. What do you like best about the Academy summer program?

3. What don't you like about the Academy summer program?

Brief interviews were conducted with eighteen Phase I students. In response to the question, "Why are you in the Academy summer program?", thirteen students said that they were in the program to improve themselves academically and to help themselves to succeed during the school year. Four of these students mentioned that they needed money and that the Academy provided them with summer jobs. Four other students said that they came to the Academy looking for a summer job or were placed in the Academy by the Neighborhood Youth Corps. One student said that "he came to the Academy because it is a good place to be and no one is different."

In response to the question, "What do you like best about the summer program?" all students said that they liked one or more of the following: the classes, trips, teachers, the people and the informal atmosphere. One student said, "When learning you can also have pleasure, with the trips and everything it makes learning easier." One student said, "I feel that the Academy is my home." Another student said, "There should be more places like this Academy."

In response to the question, "What don't you like about the summer program?", eight students said that the classes were too long, one student didn't like some teachers and nine students said there wasn't anything that they didn't like or could think of.

Summary and Conclusions

Based on in-depth interviews with administrators and staff, interviews with 18 students, plus data from school records, the following conclusions are made:

1. Most of the sample of students interviewed indicated that they were in the summer program to improve themselves academically. In general, the students were very much in favor of the summer program.

2. Enrollment in the academic phase of the program is as described above. There are 64 students in the Street Academy.

3. The summer program differs from the regular school year program at the Academy in that greater emphasis is placed on remedial work in English, reading, and mathematics. In addition, the students in the summer do not have options of foreign languages and other academic electives, nor gym classes. Instead, all students take history in the afternoon.

4. Observation of classes indicates that Phase I and Phase II of the Academy Program, are in operation during the summer.

5. Outside of the exceptions mentioned above, the Program is very similar to the regular program during the school year, September-June. Even attendance rate (80%) and the number of students registered in the summer Academy is similar to the regular school year program.

6. One-third of the Street Academy's pupils are employed by the Street Academy part-time, and paid by the Neighborhood Youth Corps. Their duties include supervising informal recreational activities such as chess or cards at the Street Academy after 3:00, and janitorial work. More students would have been employed elsewhere had greater employment opportunities existed.

7. In summary, the summer Street Academy program is not a recreational program but an academic one.

BENJAMIN FRANKLIN STREET ACADEMY

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